DOCUMENT RESUME

ED 274 356 IR 051 646

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TITLE Research Instruction in Connecticut's Academic Libraries.
PUB DATE 1 Jul 86
NOTE 37p.; Results discussed at College and University Section Workshop (Middletown, CT, October 28, 1986). Abbreviated version published in Connecticut Libraries; Sep 1986.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Libraries; College Credits; College Faculty; Higher Education; *Library Instruction; Library Surveys; Questionnaires; State Surveys; Teaching Methods
IDENTIFIERS Connecticut; Course Integrated Library Instruction

ABSTRACT

A survey on bibliographic instruction was sent to all 63 academic libraries in Connecticut in the winter of 1985-86. Librarians were asked if they offered library research as a separate course, a required unit in a broader course, or integrated with instruction at the invitation of the professor. Questions were included on faculty workshops, student tours, numbers of students and subject areas involved, audiovisuals, and problems or factors in successful programs. Of the 46 libraries which responded (73%), 2 offer undergraduate courses for credit, 2 offer graduate courses for credit, 8 include a required library unit in a broader course, and 33 integrate instruction with classroom teaching. Where bibliographic instruction has been successful as a course, it is either required or individualized. When offered as a required unit in a broader course, it provides systematic, motivated learning, but sometimes presents staffing problems; when successfully integrated with the curriculum, it demands a constant and creative outreach program. This report includes a list of institutions surveyed according to type of research instruction provided, a chart summarizing the findings, the survey instrument, contact persons at each institution, and a list of subject areas most frequently covered by research instruction. (Author/KM)

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RESEARCH INSTRUCTION IN CONNECTICUT'S ACADEMIC LIBRARIES

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July 1, 1986

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RESEARCH INSTRUCTION IN CONNECTICUT'S ACADEMIC LIBRARIES

ABSTRACT

In the winter of 1985/1986, the College and University Section of the Connecticut Library Association sponsored a survey on research instruction in Connecticut's academic libraries. A questionnaire was sent to all 63 institutions of higher education listed in the 1985 Directory of Connecticut Libraries and Media Centers (LDA Publishers). Libraries were asked if they offered a separate course in research; a required unit on library research as part of a broader course; library instruction integrated with classroom instruction at the request of the professor; faculty workshops; or tours for the general student body or public. They were also asked related questions concerning the number of students or classes involved each semester, subject areas covered, the kind of audiovisuals or teaching materials used, and problems or factors contributing to the success of the program.

Forty six libraries responded. Of these, two offer an undergraduate course for credit on library research -- Trinity College and the University of Bridgeport; and two offer graduate courses or workshops -- the University of Connecticut at Storrs, and the University of Connecticut School of Business Administration. Eight institutions offer research instruction as a required unit in a broader course; and thirty three institutions offer research instruction integrated with classroom instruction at the invitation of the professor. Where it has been consistently successful as a course, research instruction is either: required; individualized, where low enrollment figures are not a problem; or offered through a department and related to a particular subject area, where students perceive it as a means to an intellectual end in a discipline which interests them. Where it is most successful on a voluntary "integrated" basis, it is accompanied by an extensive outreach program. In colleges where a research unit is a required part of a broader course, it provides a systematic approach to bibliographic instruction, although it creates a drain on staff time and energy if adequate staffing is not provided.

A list of contact persons in each institution was sent to all participating college and university libraries, along with a list of which institutions teach research in what subject areas, and a chart summarizing the data. The intent of the survey was to facilitate networking among Connecticut's college and university libraries in the area of bibliographic instruction.

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RESEARCH INSTRUCTION IN CONNECTICUT'S ACADEMIC LIBRARIES

A proliferation of literature on the subject indicates that library use as an integral part of the learning process has been a perpetual concern of college librarians. In an attempt to discover how and if library research instruction has actually been done by Connecticut's college and university libraries, and with what success, the College and University Section of the Connecticut Library Association has sponsored a questionnaire which was sent to all academic libraries in Connecticut.

There is at this time no current information on which colleges are doing research instruction in Connecticut. Although the Library Instruction Round Table of A. L. A. had recently done a bibliographic instruction survey, the results were not to be made public as to specific institutions and services offered. We were interested in knowing:

--who is teaching library research methods in Connecticut's college libraries; what have been successful ways to approach it; how to secure administrative support; how to encourage faculty to use and advocate for the library; what kind of academic credit has been given;

--how best to implement a program; as a credit course? As a required part of a broader course? As a voluntary part of a course taught by the librarian at the invitation of the professor?

--in what disciplines research instruction is being done; what kinds of instructional materials other colleges use;

--how other academic libraries resolve the associated staffing and logistical problems; what kind of staffing for bibliographic instruction do other colleges provide?

-- how we can benefit from one another's experiences.

As an added impetus to our efforts, shortly after we started work on this survey, Cheryl Beatty, who was then the Chair of the College and University Section, received a call from an irate librarian in charge of one of the special collections in a Connecticut library who had had dealings with some of the college students in the state. She demanded to know what these students were being taught about the use of libraries in college, since they didn't have the foggiest notion of where or how to start doing their research. We now have some of the answers.

METHOD

Initially, the questionnaire, modeled after the L.I.R.T. survey, was sent to members of the College and University Section Executive Board, and to several libraries in the area, for revisions. Nancy Kline of the University of Connecticut, Janet Valeski of Quinnipiac College, Linda McKinney of Trinity College, and Ted Wilmot of the University of Bridgeport, did a trial run and made helpful suggestions. A revised questionnaire was then sent to all sixty three academic libraries listed in the 1985 Directory of Connecticut Libraries and Media Centers (LDA Publishers). Institutions were asked if they offered:

--a separate course in library research, and related questions concerning credits, level, number of students per semester;

--a required unit on research in a broader course, and related questions;

--research instruction in connection with a course, at the option of the professor, and related questions, such as the number of lectures given per semester, subject areas covered;

--faculty workshops;

--tours.

They were also asked if there was any kind of faculty accountability for the use of the library by students; what factors contributed to the success of their program; what problems were encountered; how classes were encouraged to come to the library; and in what subject areas librarians would appreciate workshops in research instruction.

One of the problems with this whole area of responsibility is that no one knows what to call it, or how to define it. Most faculty don't know exactly what we're talking about when we use the term "bibliographic instruction". At Manchester Community College it's usually called "doing your thing with my class". Orientation sounds like a map reading lesson. Research instruction sounds so pretentious when applied to what most of us actually do most of the time. Since there is no simple but dignified way to say "teaching students how to use the library" for which there is a common definition, I will go with pretentious and use the term "research instruction" in this article. It was defined on the questionnaire as covering everything from "tours, self-instruction (programmed, etc.), workshops, formal and informal lectures, informal group instruction, or courses."

Replies were received from forty six of the sixty three libraries contacted which indicates a healthy interest in the subject. Some librarians also included a full page addenda to the questionnaire to explain their programs and concerns more clearly. One of the problems with the questionnaire was related to the question concerning research instruction as a required part of a course. My intention was to elicit information about courses where a library element was part of the course description and not required only at the option of the professor. All colleges who answered that question in the affirmative were contacted to be sure that they hadn't misinterpreted the question.

This survey was intended to document only research instruction carried out by college or university libraries and does not include courses or units on library research which are taught by faculty other than librarians. For example, the University of Hartford College of Music offers a music bibliography course taught by music faculty; Manchester Community College has a course on legal research taught by faculty in the Legal Assistant Program; and the faculty at the Library School at Southern Connecticut State University offers a course for students entitled "Self-Directed Learning; You and the Library". Also not included in the survey data are library research courses which are part of a specialized library training program, such as the LTA programs at Northwestern and Norwalk Community Colleges, or the MLS program at Southern Connecticut State University. Therefore, the results of this survey do not necessarily measure all of the teaching of library research which is done at the responding institutions.

The results of the questionnaire were summarized on a chart which was sent out to all of the participating libraries, along with a list of colleges and universities doing research instruction in specific subject areas, and the contact person at each institution. Libraries were asked to make any corrections in the data, and a final summary sheet was prepared, which was again sent to each participating library.

RESEARCH INSTRUCTION STATISTICS: SUMMARY

Two institutions (Trinity College and the University of Bridgeport) currently offer undergraduate credit courses in research taught by librarians; and two university libraries offer such courses or workshops on the graduate level (the University of Connecticut at Storrs, and the University of Connecticut School of Business Administration.)

One university library, Wesleyan's, requires a library workshop for undergraduate honors candidates who use the library's interlibrary loan service.

Six institutions offer research instruction as a required unit in an undergraduate course (Trinity College, Sacred Heart University, the University of Connecticut at Stamford, the University of Hartford, Middlesex Community College, and Briarwood College); and two graduate schools require a unit on research as part of courses in medicine and legal research.

Thirty three institutions offer research instruction integrated with classroom instruction.

COURSES IN LIBRARY RESEARCH

Of the colleges or universities offering a course in library research, only the University of Bridgeport offers a required one-credit course for all freshmen (approximately 300 each semester) as part of its liberal arts core curriculum program. The course has been offered for five years, taught by a librarian with an MLS and subject masters, who held a faculty appointment in the College of Arts and Humanities. (The course is offered through the College. The Library is not an academic credit-granting division.) A new librarian to be hired before September 1986 will hold a joint appointment with the College and the Library, ensuring a closer liaison between the two divisions. The course was given by lectures, practical exercises and textbook quizzes to classes of up to 80 students. (The course is computer-managed with the quizzes graded by computer and the record-keeping of grades done by computer.) In the fall semester of 1986, the course will emphasize practical exercises with fewer lectures, and quizzes will be given to classes with a maximum of 25 students. A new textbook was chosen for the fall semester.

Since 1972, Trinity College students have been able to elect an undergraduate Individualized Degree Program which offers a three credit study unit on information sources. The study unit is made up of sixteen self-paced segments, ranging from the use of the card catalog to the use of data bases, and each is corrected and graded by the librarian assigned to the student. The text was written by Peter Knapp, Head of Reference Services and College Archivist at Trinity. As of February, 1986, thirty one students had completed this course.

Several of the University of Connecticut graduate programs offer a course in research tied in with a particular program. At the School of Business Administration, Sue Marsh of the West Hartford Campus, and David McChesney at the Storrs Campus have developed a self-paced, non-credit course in using

business reference sources. At Storrs, this is a required part of the M.B.A. program; at West Hartford, it is optional, with a resulting lower enrollment.

Northwestern Community College offered an undergraduate course in library research from 1980 through 1982, but it is no longer offered because of insufficient enrollment.

Wesleyan University Library strongly encourages all undergraduate honors candidates to attend an intensive, 90-minute, highly-structured workshop in library research. Those who participate are granted liberal privileges in the use of the library's interlibrary loan services. This workshop covers, in brief, most areas of research, from how to use the card catalog to how to verify titles for interlibrary loan through the use of the National Union Catalog. It reaches a high percentage of honors candidates and has been done successfully for the past five years.

A course entitled "The Library in Political Studies" was offered through Wesleyan's Government Department for a period of about 10 years. This was suspended 3 years ago when a major library renovation project began. Teaching was done jointly by a reference librarian and a professor of political science. The library portion of the course involved weekly workshops/lectures which provided instruction in the use of periodical indexes, union catalogs, encyclopedias, handbooks, dictionaries, almanacs and biographical dictionaries. Government documents, including census reports, records of debates, judicial decisions and legislative actions were also included. Students were attracted to the course because the research methods and source materials were directly related to subjects of interest to them, according to Joan Jurale, Head of Reference at Wesleyan. The course required extensive staff preparation time and reached a relatively small number of dedicated students, usually about 15.

If any conclusions can be drawn from this limited number of libraries offering undergraduate or graduate courses in library research, they would probably be that a course in this subject must either be required (as in the case of the University of Bridgeport, Wesleyan's honors workshop, or the M.B.A. course at Storrs); individualized, as at Trinity College or the West Hartford University of Connecticut M.B.A. course, where high enrollment figures are not mandatory and possibly not desirable because of the one-on-one nature of the course; or tied to a specific discipline, where motivation to learn in a particular field demands knowledge of the library's resources.

REQUIRED UNIT IN A BROADER COURSE

Eight institutions require a unit on library research as part of a broader course. Many librarians, in follow-up conversations, indicated that if it were possible to obtain faculty and dean approval, this would be the way they would prefer to go, since use of the library is taught most effectively when a student needs to know what is being taught.

At the Stamford campus of the University of Connecticut,an elective course called the University Experience contains a two and one half hour segment on using the library. The course started as a one credit course two years ago, and has recently been expanded to three credits. Librarians teach the library research portion of the class. Carmel O'Neill, Librarian, states that it is an excellent means of reaching students, although it does present problems in finding staff time to prepare for lectures and also handle all of the other library responsibilities.

At Trinity College, and at the University of Hartford, a unit on library research is a required part of the biology program. Librarians provide formal lectures, informal tours, participate in seminar discussions, and provide instruction in data base searching.

Sacred Heart University requires that all Freshman English classes receive instruction in the use of the library, and the librarians see all students at least twice. They prepare approximately fifty "canned" lectures each semester and give worksheets to all classes which are then corrected by the Reference Librarians.

At Middlesex Community College, the Director of Academic Support Services has proposed a Freshman Seminar which will be offered in the fall of 1986 on an experimental basis. Two units within this one credit seminar will cover library resources and services, and will be taught by the library staff.

In September of 1986, Briarwood College Library also will institute a unit on using the library for all English students. Since all students are required to take English, it was decided that it would be that department's responsibility to integrate a library unit into the course offerings. This will involve four Fundamentals of English, one English Composition, and one Introductory Literature classes.

On the graduate level, the University of Connecticut Health Center and the University of Connecticut School of Law require that a library unit be included in graduate courses in Epidemiology, Dentistry, and Legal Methods.

INTEGRATED INSTRUCTION

Thirty three colleges and universities offer research instruction integrated with classroom teaching (at the request of the professor). The number of classes visiting the libraries each semester ranges from seventy two in one of the larger universities, to two in smaller colleges. Included in these figures are everything from the "this is the library and this is what's here, and this is how to use the indexes and microfiche readers" kind of tours done with basic English classes which do not have term papers assigned, to subject-specific lectures delivered formally in a classroom setting.

On the undergraduate level, research instruction was requested most frequently for English classes, followed in order by Business, Nursing, Political Science, History, Business Writing, Education, the Sciences, Speech, Criminal Justice, and Journalism. On the graduate level, Education and Business were most frequently listed as subject areas requiring library use instruction, followed by Medicine and Law and use of the specialized data bases, particularly LEXIS, WESTLAW and MEDLINE.

Because this type of approach depends upon convincing faculty that a session on the library would be beneficial to their students, an on-going enthusiastic, flexible approach is evident in those programs which reach a large number of classes each semester. To quote Nancy Kline, Head of Instructional Services at the University of Connecticut Library at Storrs, "No single method of encouragement does everything, so we use as many means as possible--taking the initiative to contact faculty, establishing cooperative teaching arrangements with academic departments, including articles in library newsletters, brochures, and other mailings to faculty. Ideally, research instruction would be written into the course description and curriculum for appropriate classes, but this process takes a long time and lots of groundwork with the faculty and administrators who make those decisions."

FACULTY WORKSHOPS

Faculty workshops were offered by three respondents on an occasional or informal basis (Middlesex Community College, the University of Hartford, and Wesleyan University). Beginning in September, mandatory workshops will be held for all faculty at Briarwood College according to divisions: Business/ Administrative, Health, Liberal Arts, and Office Occupations. The University of Bridgeport provides faculty workshops on both a specialized and a general basis; in June of 1986, they offered a workshop on library research in the field of medicine for faculty and staff at Bridgeport Hospital with which the University has a teaching arrangement. In September, they will be trying a more formal approach and inviting all new faculty and staff to a workshop on library research. The emphasis will be on how students are served by the library, to avoid ruffling any professorial feathers, and the bait will be their new data base searching capability as an emerging library service. The University of Bridgeport also prepares faculty fact sheets, with information about library resources for their disciplines; updating can be a problem, but is sometimes done by library interns.

TOURS

Twenty five colleges offer general tours of their libraries which are not connected with a particular course. In addition to tours for the student body, Quinebaug Valley Community College also arranges for tours of the library for local high school students; and the University of Connecticut does summer programs for academically disadvantaged high school students.

FACULTY ACCOUNTABILITY

Only one college library in the state, Briarwood College Library, indicated that there was any kind of faculty accountability for student use of the library.

FACTORS IN SUCCESS

Faculty support was the most frequently mentioned (26 libraries) reason for successful research instruction, and this would certainly follow from the fact that the overwhelming majority of colleges do not require research instruction, but depend upon the professor to either initiate or agree to some kind of library assignment with his/her course.

The support of the library administration was also frequently mentioned as a plus. Flexible hours must be approved to accommodate class time; adequate staffing must be provided to cover the Reference or Circulation desks while the orientation librarian is preparing for classes or teaching them. Most importantly, there is a need for moral support and encouragement, particularly when things get hectic or discouraging.

The commitment and persistence (and thick skin) of librarians was also listed as a positive. Preparing constant P.R. materials for individual faculty members who just might be persuaded this time to bring a class in;withstanding the self-imposed stress of the one-shot lecture which demands a stellar stand-up performance to justify that P.R.; working long hours when classes are requested after the normal working day; and efforts to continually "psych" one's self into an on-stage enthusiasm after repeating the same lecture twenty times for a standard "tour" request; all were noted as both positive and negative stressors.

Adequate personnel was a plus listed by two libraries!!!

Positive feedback from students and faculty was listed as the best reinforcement as well as the best form of publicity.

PROBLEM AREAS

Of the problem areas identified by each college, the most frequently mentioned (17 responses) had to do with the lack of staff or staff time to either promote the program adequately, prepare for classes, or find coverage for the Reference Desk while lecturing or working with classes. Several

librarians indicated that the position of orientation/bibliographic instruction librarian should be a full time position to do the job adequately, and yet most librarians have to juggle several other responsibilities concurrently.

Insufficient space was also a major consideration for eleven of the libraries responding. At Manchester Community College, for example, of forty five to fifty classes which visit the library each semester, approximately thirty of them involve a formal lecture rather than simply a "tour of the library" approach. There is a small classroom off the library which will hold 18 to 20 students at maximum. Many classes--usually at least 20 of them--are larger than that; therefore, it is necessary to try to nail down some classroom space near the library in which to lecture. The alternative is to set up a lectern and overhead projector in the library study area and talk to classes there, which is distracting to other students. Many libraries report that they have no classroom space at all in the library in which to teach.

Faculty non-cooperation or non-coordination was also listed as a major problem for ten of the librarians--some of whom also indicated that faculty support was a major factor in their success, demonstrating the wide range of faculty attitudes within an institution itself. Librarians stated that some entire departments do not assign any term papers and therefore feel that student use of the library is immaterial to them. Many faculty pre-select student reading material and place it on reserve in the library so students never have to do their own research. Some faculty feel that students should "learn how to use the library by the seat of the pants, like I did", and are reluctant to give up one class period for "that". Some librarians indicated a feeling that faculty themselves earned their degrees when research instruction was haphazard at best, and therefore have a haphazard knowledge of references in their own field. Even faculty members who do schedule classes in the library can present a non-cooperation problem for the library if they don't participate in, or even attend, the class themselves.

Faculty opposition to librarians assuming a teaching role, and faculty and administration questions on the legitimacy of credit given in this area are common concerns. Of those libraries which offered a credit course in library research in 1985-86, only at Trinity College was it offered solely through the library rather than through an academic division. At Norwalk Community College, and in the fall of 1986 at Northwestern Community College,

the library does offer courses for credit, but in connection with the Library Technical Assistant Program which is administered and taught by the library.

Inadequate equipment for production of instructional materials, and lack of computer terminals for both end-user searching and data base demonstrations were also mentioned as problems for some libraries. Not every library has access to equipment which provides enlarged copies of index pages and transparencies for use with overhead projectors. And libraries which are trying to prepare students for a world in which on-line searching is becoming commonplace in industry, are limited by a lack of hands-on equipment, as well as a functional space in which to search.

Student attitudes, such as delusions of competence, a general lack of interest, or an automatic avoidance response to the library, were also mentioned as negative stressors. Closely related problems are students' lack of basic skills in reading, sequencing, analyzing, and conceptualizing reference questions.

Some librarians mentioned the difficulty in evaluating their own performance in terms of results; the lack of feedback is a common concern. Most do not administer and grade a follow-up assignment, and do not ask students to complete an evaluation form after having had a class in library research, so have no way of judging their own effectiveness. Only rarely does a librarian see the bottom line: the term paper and its bibliography. Most have probably never had a methods course, or even a workshop, on bibliographic instruction, as evidenced by the overwhelming number of requests for such a workshop; and are themselves learning to teach it "by the seat of the pants".

One of the additional concerns, which was also evident from the number of requests for bibliographic instruciton workshops in this area, was the need to promote and teach the use of data base searching effectively.

NEW PROGRAMS

One of the benefits of working in an academic library is that when spring burn-out hits, it's usually followed by a relatively slow summer which provides time to reassess strategies. Many colleges indicate that they will be using the summer hiatus to reevaluate approaches to research instruction.

Wesleyan, for example, is hoping to offer a specific drop-in time for Freshmen in the fall, on an informal, non-registered basis, where students can come in for workshops on library research.

The University of Bridgeport, in addition to organizing the workshop for new faculty in the fall, is also planning to prepare an improved guide to the library for faculty, explaining resources and services; and they are working on a slide-tape "tour" of the library.

Yale University is preparing a broader, more systematic approach to research instruction and is thinking about sessions to demonstrate on-line reference services and scholarly software packages.

Manchester Community College is planning faculty workshops for the fall to be tied in with the library's new data base searching capability, and is also planning an out-reach program directed at local high school students.

NOT COVERED BY THE SURVEY

One of the questions which came up repeatedly in follow-up conversations with other librarians concerned how research instruction is done: as a combined tour and lecture? As a straight classroom presentation? With the tour before or after the lecture? As a five-minute presentation before a class visit to the library? With a "methods" or a "bibliographic" approach? What areas of the library are covered? How are audiovisuals used and prepared?

Since these questions would probably require a full two-page survey to cover adequately, they were only addressed superficially at this time and should probably be the basis for a future questionnaire.

USE OF DATA

The College and University Section hopes that the survey can serve as:

- --a source of ideas for projects already in the planning stage, since it provides information concerning who has tried them successfully (or unsuccessfully).
- --a pool of information on who teaches research methods in what subject areas;
- --a stimulus to try new things which have been successful in other libraries;
- --a justification, if necessary, for advocating the need for library research instruction in one's own institution by showing that others are doing it.

SUMMARY

Results from the forty six colleges and universities completing the survey indicate that some form of library research instruction is given in all but five of the responding college or university libraries. Where it has been consistently successful as a course it is either required, offered as an individualized program, or tied in with a specific discipline. As a required course, it reaches the greatest number of students in the most systematic manner. Where it is offered as an option and integrated with classroom teaching, it is most successful (in terms of numbers of students served) when accompanied by an intensive effort to encourage faculty participation in as many ways as possible. Many librarians indicated that they feel the ideal situation would be to have research instruction written into the course descriptions in appropriate disciplines; some colleges have accomplished this ideal, although it is not without time constraints if not accompanied by additional staffing.

Some of the colleges participating in the survey may be disappointed in the concise quality of the tabulated results, which may not capture the essence of their programs. Some of the best ideas on approach and methods of instruction, on how to deal with particular problems, on the political background work done on campus to promote successful programs, came through in telephone conversations with librarians all over the state, and the subtleties get lost when trying to constrain those ideas into graph format. The cover letter which was sent with the survey originally indicated that one of the purposes of the study was to share information with each other. Of the colleges which I contacted, all were most helpful and willing to share plans and problems. The most important part of the report is the list of contact persons which was sent out to each college. The College and University Section of C.L.A. hopes that the results tabulated on the summary sheet, and the list of contact people, will be the catalyst for ongoing sharing of information among Connecticut's colleges and universities.

The Section extends a sincere thanks to all of those colleges participating. A special thanks goes to Cheryl Beatty at Sacred Heart University, Eric Johnson and Judith Lin Hunt at the University of Bridgeport, Jody Newmyer and Nicholas Welchman at Eastern Connecticut State University, Arthur Pethybridge and Ann Gifford at Northwestern Community College, Janet Valeski of Quinnipiac College and Chair of the Section, as well as those mentioned in the body of this article, for sharing their ideas and concerns.

ACADEMIC LIBRARIES OFFERING A COURSE ON LIBRARY RESEARCH

College/University	# credits	Required Course?	# students/ semester	Grad./ U.G.
Trinity College	3	No	Individualized	U.G.
University of Bridgeport	1	Yes	300-400	U.G.
University of Ct., Storrs	3	No	24	Grad./ Music
University of Ct. Business Adm.	0	No: W.H. Yes:Storrs	4:W.H. 80:Storrs	Grad./ M.B.A.
*Wesleyan University	0	Yes, for ILL priv.	honors candidates	U.G.

**Northwestern Community College: Course offered 1980-1982. Not required. No longer offered because of insufficient enrollment

COLLEGES OR UNIVERSITIES WHICH REQUIRE A RESEARCH UNIT
AS PART OF A BROADER COURSE
UNIT TAUGHT BY LIBRARIANS

College/University	Course	# classes/ semester	Required Course?	Grad/ U.G.
Briarwood College	English Comp., Literature	6	Yes	U.G.
Middlesex Community Col.	Freshman Seminar	2	No	U.G.
Sacred Heart University	English	50	Yes	U.G.
Trinity College	Biology	6	No	U.G.
University of Ct. Health Center	Epidemiology, Dentistry	6	Yes	Grad.
University of Ct., Stamford	University Experience	3	No	U.G.
University of Ct., Law	Legal Methods	20	Yes	Grad.
University of Hartford	Biology	6	No	U.G.

ACADEMIC LIBRARIES WHICH INTEGRATE RESEARCH INSTRUCTION
WITH CLASSROOM INSTRUCTION

College/University	# lectures/ semester		# Librarians Teaching	Enrollment
	U.G.	Grad.		
Asnuntuck Community Col	18		2	2,500
Briarwood College	9		1	400
Central Ct. State U.	67		3½-4½	13,000+
Eastern Ct. State U.	55		5	3,813
Fairfield University	20	4	1	5,100
Greater Htfd. Community Col.	32		2	2,988
Hartford College for Women	4		2	225
Manchester Community College	45-50		1	5,200
Mattatuck Community College	35		1	3,500
Middlesex Community College	10		1½	2,789
Mohegan Community College	15		2	2.000
Morse School of Business	5		1	500
Northwestern Community Col.	19		2	2,202
Norwalk Community College	15		2	2,834
Norwalk State Tech. Col.	4		1	1,550
Post College	10-15		2	1,500
Quinebaug Valley Com. Col.	16		2	1,000
Quinnipiac College	20		2	2,215
St. Joseph College	6			1,200
Southern Ct. State U.	72		11	10.962
Trinity College	19		6	1,886
Tunxis Community College	8		2	3,200
University of Bridgeport	10-15		7	6,000
University of Ct., Storrs	60		20*	23,000
University of Ct., W.H.	8		1	1,500
University of Ct., MBA, Storrs		3	1	450
University of Ct., Stamford	12		2	3,000
University of Ct., Torrington	2			207
University of Hartford	50		4	10,000
University of Hartford, Art.	as requested			
University of New Haven	15		2	4,441
Waterbury State Tech. Col.	2		1	2,050
Wesleyan University	43**		3	2,639
Yale/Soc. Sci;Gov. Docs.	6	5	2	550

*Includes librarians plus archivists, library specialists and university lib. assistants
**Includes ILL workshops

BIBLIOGRAPHIC/RESEARCH INSTRUCTION IN CONNECTICUT'S COLLEGES AND UNIVERSITIES
SUMMARY SHEET

STATISTICS/PER SEMESTER

	COLLEGE/ UNIVERSITY	LIBRARY COURSE ON LIBRARY RESEARCH # credits	Required?	# students/ semester	Grad/U.G.	REQUIRED UNIT IN LARGER COURSE Course	Unit taught by librarians?	# classes/ semester	Grad/ U.G.	INTEGRATED WITH CLASSROOM INSTRUCTION # lectures/ semester:U.G.	# lectures/ semester:Grad.	# librarians teaching	FACULTY WORKSHOPS	TOURS Frosh, Public, etc.	INSTRUCTIONAL MEDIA USED	ENROLLMENT
1.	Asnuntuck Community Col.									18		2				2,500
2.	Briarwood					English Comp, Lit.	yes	6	U.G.	9		1	Required			400
3.	CCSU									67+/-		3½-4½		375 students		13,000+
4.	ECSU									55		5				3,873
5.	Fairfield									20	4	1		2 tours	Print guide	5,100
6.	Greater Htfd Community Col.									32		2		15 tours	Videotape; print guide	2,988
7.	Htfd. Col. for Women									4		2				225
8.	Htfd. Conservatory/Music															500
9.	Htfd. Seminary															175
10.	Htfd. St. Tech															1,600
11.	Housatonic Community Col.													1 tour/week		1,800
12.	Manchester Community Col.									45-50		1		3 tours	Data base search; overheads; pathfinders	5,200
13.	Mattatuck Community Col.									35		1				3,500
14.	Middlesex Community Col.					Freshman Seminar	Yes	2	U.G.	10		1½	occasionally			2,789
15	Mohegan Community Col.									15		2		16 workshops	Slide/tape	2,000
16	Morse School of Business									5		1		5 tours		500
17.	Northwestern Community Col.	*								19		2		18 tours		2,202
18.	Norwalk Community Col.									15		2			4 part videotape	2,834
19.	Norwalk State Tech. Col.									4		1		5 tours	Brochure	1,560
20.	Post College									10-15		2		50 tours		1,500
21.	Quinebaug Val. Community Col									16		2		1-200's hr. students	Programmed inst.; slide/tape	1,000
22.	Quinnipiac Col.									20		2				2,215
23.	Sacred Heart U.					English	yes	50	U.G.							5,000
24.	St. Basil Col.															18
25.	St. Joseph Col.									6				6 tours		1,200

* One credit course offered 1980 - 1982; dropped because of insufficient enrollment (not a required course)

	COLLEGE/ UNIVERSITY	LIBRARY COURSE ON LIBRARY RESEARCH # credits	Required?	# students/ semester	Grad./U.G.	REQUIRED UNIT IN LARGER COURSE Course	Unit taught by Librarians?	# classes/ semester	Grad./ U.G.	INTEGRATED WITH CLASSROOM INSTRUCTION # lectures/ semester:U.G.	# lectures/ semester:Grad.	# librarians teaching	FACULTY WORKSHOPS	TOURS Frosh, Public, etc.	INSTRUCTIONAL MEDIA USED	ENROLLMENT
26.	S.C.S.U.									72		11		3 tours	C.A.I.	10,962
27.	Trinity Col.	3	no		U.G.	Biology	yes	6	U.G.	19		6			Bi text:Knapp	1,886
28.	Tunxis Community Col.									8		2			Handouts	3,200
29.	Univ. Bridgeport	1	yes	3-400	U.G.					10-15		7	Yes	7 tours	C.A.I.&slide/tape	6,000
30.	U. Conn/ Storrs	3	no	24	Grad. Music, Archiv.					60		20***		10 tours	Slide/tape	23,000
31.	U. Conn/ W. H.									8		1		8 tours	Print guide	1,500
32.	U. Conn/ Bus. Adm.	0	no (W.H.) yes(Storrs)	4 80	Grad./ self-paced MBA						3(Storrs)	1 (W.H.) 1 (Storrs)	1.(Storrs)	2 tours (W.H.)		450
33.	U. Conn./ Health Cntr					Epidemiology, Dentistry, etc.	yes	6: 1 per course	Grad.						End-user search: MEDLINE	500
34.	U. Conn./ Law					Legal Methods	yes	20	Grad.						LEXIS & WESTLAW C.A. Legal Res.:	700
35.	U. Conn./ Stamford					University Experience	yes	3 classes; 1 course	U.G.	12		2		10 tours		3,000
36.	U. Conn/ Torrington									2				12 tours		207
37.	U. of Htfd.					Biology	yes	6	U.G.	50		4	informally	15 tours	Data base searching	10,000
38.	U. of Htfd./ Music														Audiotape	U.G.450 Grad 85
39.	U. of Htfd./ Art									as requested						
40.	U. of New Haven									15		2		5 tours		4,441
41.	Waterbury St. Tech. Col.									2		1			Filmstrips	2,050
42.	Wesleyan U.									43**		3	informally	400 students	Date base search; overheads	2,639
43.	Yale U.									N/A	N/A			500 students		9,000
44.	Yale Med.													15 Grad. Seminars	End-user search: MEDLINE	800
45.	Yale/Kline Sci.															
46.	Yale/Soc. Sci-Gov Docs.									6	5	2		15	Data base search	550

** Includes Interlibrary Loan Workshops

*** Includes librarians plus archivists, library specialists, and university library assistants

CONTACT PERSONS: RESEARCH INSTRUCTION

1. Judith MacLean, LRC Acting Director
Asnuntuck Community College
Enfield, Connecticut
745-1603 x49

2. Eleanor Wilson, Librarian
Briarwood College Library
2279 Mt. Vernon Rd.
Southington, Ct. 06409
628-4751

3. Priscilla Fox
Reserve Librarian/Bibliographic Instr.
Central Connecticut State U.
Elihu Burritt Library
New Britain, Ct. 06050
827-7529

4. Nicholas Welchman, Reference Librarian
Eastern Ct. State U. Library
Willimantic, Ct. 06226
456-2231

5. Nancy R. Haag, Head Reference Librarian
Nyselius Library
Fairfield University
Fairfield, Ct. 06430
254-4044 x2451

6. Mary Ann Affleck
Public/Technical Services Librarian
Greater Hartford Community College
61 Woodland Street
Hartford, Ct. 06105
549-4200 x281

7. Martha Poole, Ass't. Librarian
Hartford College for Women
1265 Asylum Avenue
Hartford, Connecticut 06105
236-1215

8. Adriana Dalpra, Librarian
Hartford Conservatory of Music Library
834 Asylum Avenue
Hartford, Ct. 06105
246-2588

9. William Peters, Librarian
Hartford Seminary Library
77 Sherman Street
Hartford, Ct. 06105
232-4451 x307

10. Larry W. Yother, Librarian
Grom Hayes Library
Hartford State Technical College
Hartford, Ct. 06106
527-4111

11. Bruce Harvey, Director
Housatonic Community College Library
510 Barnum Avenue
Bridgeport, Ct. 06608
579-6465

12. Barbara Natale
Reference Librarian
Manchester Community College Library
P. O. Box 1046
Manchester, Ct. 06040
647-6166

13. Jennie Jevutis O'Neill
Reference/Circulation Librarian
Mattatuck Community College Library
750 Chase Parkway
Waterbury, Ct. 06708
575-8022

14. Jean Thompson
Ass't. Director/Information Librarian
Middlesex Community College Library
100 Training Hill Rd.
Middletown, Ct. 06417
344-3063

15. Mary Kao, Director, Library Services
Mohegan Community College
Norwich, Ct. 06360
886-1931

16. Susan Silver, Librarian
Morse School of Business Library
275 Asylum Street
Hartford, Ct. 06103
522-2261

17. Arthur Pethybridge
Director of Library Services
Northwestern Connecticut Community Coll.
Winsted, Ct. 06098
379-8453 x201

18. Tom Gallagher, Ass't. Librarian
Norwalk Community College Library
333 Wilson Avenue
Norwalk, Ct. 06854
853-2040 x249

CONTACT PERSONS

19. Rita M. Schara, Library Director
Norwalk State Technical College
181 Richards Ave.
Norwalk, Ct. 06854
838-0601

20. Darby O'Brien, Reference Librarian
Traurig Library, Post College
800 Country Club Road
Waterbury, Ct. 06708
755-0121 x215

21. Hyunyong C. Kim, Librarian
Quinebaug Valley Community College
Maple Street
Danielson, Ct. 06239
774-1160

22. Janet L. Valeski, Reference Librarian
Quinnipiac College Library
Mt. Carmel Avenue
Hamden, Ct. 06492
288-5251 x247

23. Cheryl Beatty
Head of Public Service
Sacred Heart University
P. O. Box 6460
Bridgeport, Ct. 06606
372-7700

24. Rev. John Tenlecky, Librarian
St. Basil College Library
Stamford, Ct. 06902
324-4578

25. Don Gustafson/Geri Cullen
Library Director/Reference Librarian
Pope Pius XII Library
St. Joseph College
West Hartford, Ct. 06117
232-4571

26. Charles E. Stoddard
Public Services/Bibliographic Inst.
Hilton C. Buley Library
Southern Conn. State University
501 Crescent St.
New Haven, Ct. 06515
397-4505

27. Linda R. McKinney
Reference Librarian
Trinity College Library
300 Summit St.
Hartford, Ct. 06106
527-3151 x303

28. Robert D. Royer
Acting Director of Library Service
Tunxis Community College Library
Rts. 6 and 177
Farmington, Ct. 06032
677-7701 x44

29. Judity Lin Hunt/Eric Johnson
University Librarian/Head of Reference
University of Bridgeport Library
126 Park Avenue
Bridgeport, Ct. 06601
576-4747

30. Nancy M. Kline
Head, Library Orientation and
Instructional Services
Homer Babbidge Library, U-5L
369 Fairfield Rd.
Storrs, Ct. 06268
486-2589

31. Marilyn Noronha, Reference Librarian
H. B. Trecker Library
University of Ct. at West Hartford
1800 Asylum Avenue
West Hartford, Ct. 06117
241-4871

32. Sue Marsh, Business Librarian
H. B. Trecker Library
University of Ct. School of Bus. Adm.
1800 Asylum Avenue
West Hartford, Ct. 06117
241-4905

33. Sandra Millard
Head, Information Services
Health Center Library
University of Ct. Health Center
Farmington, Ct. 06032
674-2942

CONTACT PERSONS

34. Judith Anspach
Associate Law Librarian
University of Ct. Law library
120 Sherman St.
Hartford, Ct. 06105
241-4625

35. Carmel O'Neill
Director of Library
University of Ct. at Stamford
Scofieldtown Rd.
Stamford, Ct. 06903
322-3468 x55

36. Patricia L. Joy, Librarian
University of Ct. at Torrington
(Litchfield County Center for Higher Ed.)
Torrington, Ct. 06790
482-7635 x41

37. Anne Maio, Reference Librarian
Mortensen Library
University of Hartford
200 Bloomfield Ave.
West Hartford, Ct. 06117
243-4142

38. Ethel Bacon, Music Librarian
Hartt School of Music
University of Hartford
200 Bloomfield Ave.
West Hartford, Ct. 06117
243-4492

39. Jean J. Miller, Director
Anne Bunce Cheney Library
Hartford Art School
University of Hartford
200 Bloomfield Ave.
West Hartford, Ct. 06117
243-4397

40. Suzanna Gonzalez/James Kuslan
Reference Librarians
Peterson Library
University of New Haven
300 Orange Avenue
West Haven, Ct. 06516
932-7189

41. John Kiernan, Librarian
Helen Hahlo Library
Waterbury State Technical College
750 Chase Parkway
Waterbury, Ct.
575-8106

42. Joan Jurale
Head Reference Librarian
Wesleyan University Library
Middletown, Ct. 06457
347-9411 x2297

43. Karin A. Trainer
Associate University Librarian
Yale University Library
Box 1603A, Yale Station
New Haven, Ct. 06520
436-0913

44. R. Kenny Fryer
Head, Reference Librarian
Yale Medical Library
333 Cedar St.
New Haven, Ct. 06510
785-4356

45. Richard J. Dionne
Librarian for the Sciences
Kline Science Library
Yale University
219 Prospect St.
New Haven, Ct. 06511
436-3710

46. Billie I. Salter
Librarian for the Social Sciences
Social Science Library, Yale University
Box 1958, Yale Station
New Haven, Ct. 06520
436-8556

SUBJECT AREAS MOST FREQUENTLY COVERED BY RESEARCH INSTRUCTION

UNDERGRADUATE LEVEL

Subject	Academic Libraries which Teach Research in Subject Area
Humanities	30, 40, 42
English	1, 3, 5, 6, 7, 12, 13, 14, 15, 16, 17, 18, 20,21, 22, 23, 26, 28, 30, 31, 37
Literature	30, 35
Journalism	26, 30
Children's Literature	17, 20, 30
Speech	12, 13, 30
Communication	26, 30, 31, 37
Photography	12, 30
French	30, 31
Philosophy	30, 37
Art History	20, 30
Social Sciences	30, 42
Psychology	4, 5, 12, 17, 18, 22, 25, 26, 30
Sociology	4, 12, 20, 30, 35
Political Science	4, 17, 26, 30, 35
History	5, 12, 13, 30, 31, 35, 43
Women's Studies	7, 30
Gerontology	12, 30
Career Planning	12
Education	3, 4, 12, 25, 26, 29, 30
Human Services	12, 30
Statistics	27
Economics	18, 26, 30, 35
Criminal Justice	12
Business	3, 12, 13, 14, 15, 17, 20, 29, 30, 37
Managerial Communications	12
Business Writing	5
Accounting	5
Food Service	12
Fashion Designers	20
Hotel Management	12
Medical Secretary	12
Marketing	14, 20, 26, 30
International Business	22, 30
Secretarial Seminar	28

Subject	Academic Libraries which Teach Research in Subject Area
Sciences	1, 19,30
Biology	5, 22, 27, 30 37
Nursing	5, 6, 13, 22, 25, 26, 29, 30, 37, 44
Electricity	41
Physical Sciences	30
Allied Health	30
Engineering	19, 30
Mechanical Technology	41
Environmental Science	14, 26, 30
Public Health	44, 30
Agriculture	30
Chemistry	30
Geology	30
Chemical Engineering	30
College Prep Classes	6, 15, 30

GRADUATE LEVEL

Subject	Academic Libraries which Teach Research in Subject Area
History	27, 30
Music History	30, 38
Religion	43
Communication	5
Education	4, 5, 26, 30
Reading	26
Special Education	26, 30
Research and Measurement	26, 30
Library Science	26, 30
Business	29, 30, 35
WESTLAW, LEXIS	34
Medicine	33
Allied Health	22
Epidemiology	33
Dental Treatment Planning	33
MEDLINE	33, 44

*Numbers correspond to sequence number of institution as listed on graph

State Library, 231 Capitol Avenue, Hartford, Connecticut 06106 (203) 278-6685

The Connecticut Library Association, Incorporated

QUESTIONNAIRE

BIBLIOGRAPHIC/RESEARCH INSTRUCTION

CONNECTICUT ACADEMIC LIBRARIES

Academic Library: _____

Does your college/university offer a program of bibliographic/library research instruction?* _____

If no, please proceed to Question 2 on reverse side of form.

1. If yes:

Do you offer a formal course entirely on bibliographic/research instruction? _____

For credit? _____; # credits _____

Required? _____ Pass/fail? _____

Level (Undergrad., grad., general public, etc.) _____

courses per semester _____; # students per class(averages) _____

Programmed instruction? _____

Medium used _____

_____

Taught by:

Librarian(s)? _____; # of Librarians teaching on a regular basis ___

Other faculty? _____; Department _____

Comments _____

_____

Do you offer a unit in library research as part of a broader course? _____

Required course? _____ Pass/fail? _____

credits for course _____ Level (grad., undergrad, etc.) _____

classes per semester _____; # students per class(averages) _____

Research unit taught by:

Librarian(s)? _____; # Librarians teaching on a regular basis _____

Other faculty? _____; Department _____

Comments: _____

_____

Do you offer bibliographic/research instruction integrated with classroom instruction?

# of formal or informal lectures per semester (average) _____

Usually one-shot lecture?

Other (please describe) _____

_____

# of Librarians teaching on a regular basis _____

Follow-up assignment prepared by Librarian? _____

For what per cent of classes? _____

Corrected and graded by Librarian? _____

Follow-up assignment prepared by faculty? _____

For what per cent of classes? _____

Subject areas most frequently covered by bibliographic instruction (Please indicate level (grad., undergrad.) for each subject). _____

_____

_____

Do you offer workshops on library research for faculty? _____

Academic areas _____

workshops for faculty per semester (average) _____

Other instructional formats not included in above data:

Self-instruction? _____; method or medium used _____

Workshops (average #) _____; describe briefly _____

_____

Tours for general student body (Freshman orientation, etc.) (average #) ___

Other (please describe briefly) _____

_____

*For purposes of this survey, bibliographic/library research instruction includes tours, self-instruction (programmed, etc.), workshops, formal and informal lectures, informal group instruction, or courses.

BEST COPY AVAILABLE

Does your institution have some kind of faculty accountability for use of the library by students?_____ Describe_____

What factors have contributed to the success of your program (such as support of library administration, support of faculty, adequate personnel, etc.)?_____

What problems have you encountered (such as insufficient space, inadequate publicity, etc.)?_____

Comments: Use this space to elaborate on above questions: include information on how you encourage classes to come for research instruction; suggest means to ensure research course approval; etc., etc.

2. Would you appreciate workshops on bibliographic instruction in a particular subject area?_____ Subject area(s)_____

On bibliographic instruction techniques in general?_____

3. Issues which you feel the College and University Section, or CLA, should be addressing

Contact person: Name_____
Title_____
Address_____

Telephone_____

Total size of student body_____ In FTE's_____

Please return this form to:

Barbara Natale
Reference/Instruction Librarian
Manchester Community College Library
Post Office Box 1046
Manchester, Connecticut 06040

BIBLIOGRAPHIC/RESEARCH INSTRUCTION IN CONNECTICUT'S COLLEGES AND UNIVERSITIES
SUMMARY SHEET

STATISTICS/PER SEMESTER

	COLLEGE/ UNIVERSITY	LIBRARY COURSE ON LIBRARY RESEARCH # credits	Required?	# students/ semester	Grad/U.G.	REQUIRED UNIT IN LARGER COURSE Course	Unit taught by librarians?	# classes/ semester	Grad/ U.G.	INTEGRATED WITH CLASSROOM INSTRUCTION # lectures/ semester:U.G.	# lectures/ semester:Grad.	# librarians teaching	FACULTY WORKSHOPS	TOURS Fresh, Public, etc.	INSTRUCTIONAL MEDIA USED	ENROLLMENT
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4.	ECSU									55		5				3,873
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12.	Manchester Community Col.									45-50		1		3 tours	Data base search; overheads; pathfinders	5,200
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7/20/86

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22.	Quinnipiac Col.									20		2				2,215
23.	Sacred Heart U.					English	yes	50	U.G.							5,000
24.	St. Basil Col.															98
25.	St. Joseph Col.									6				6 tours		1,200

* One credit course offered 1980 - 1982; dropped because of insufficient enrollment (not a required course)